

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is a tool of international communication used either orally or written. Communication includes internalizing and expressing ideas and feelings. In order a communication can be used by students in their life. Thus, it requires a learning English that is able to assist the students to communicate their ideas and feeling fluently.

Basically, English language has four main language skills. There are listening, speaking, reading and writing. These skills should be taught integrated in order to enable the students to express and get ideas.

Speaking is very important to be developed. But in fact that there are many students who have low ability in speaking English. The goal of language teaching is to develop the communicative competence. Teaching and learning in classroom do not only determine on the teacher speaking. But also influenced by some factors such as approach, strategies, technique, method, facilities, purposes, motivation, and environment. These factors influence the students' speaking especially how the teacher applying the strategy and method in teaching and learning process.

To develop the students' skill in English especially in grammatical competence, the Communicative Language Teaching is one approach that the teacher uses in teaching process. This approach is better for increase the student

skill in English. To support Communicative Language Teaching approach in the classroom, the teacher using a variety, role play simulation and task based communication activities, these strategies can be applied by the teacher depend on the situation when the teacher use Communicative Language Teaching (CLT) approach in English subject.

According to Richards and Rodgers the teacher has two main roles in communicative language teaching: the first role is to facilitate the communication process among all participants in the classroom and among these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group.<sup>1</sup>

*SMP Muhammadiyah palangka Raya* is the only of Junior High School in Palangka Raya regency. The students of the school have problem in communication using English language. In communication the student do not feel easy to use English language everyday life, Because English teaching is different between speaking, writing and reading. The students feel difficult to communicate related to pronunciation and writing. So that they have low achievement of communicative in English. and also the grammatical pattern is too difficult. So the students are confused to memorize the English vocabulary. This obstacle motivates the writer to investigate English an approach to be useful in English

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<sup>1</sup> Richards, Jck C. and Theodorc S. Rodgers. 1986. *Approachs and Methods in Language Teaching (A Description and Analysis)*. USA: Cambridge University Press, 1986, p. 77.

subject for the *SMP Muhammadiyah palangka Raya*. The best selected approach will be taken by the writer is communicative language teaching. That approach can be implemented to know how far the students can achieve the communication.<sup>2</sup>

Communicative Language teaching was the teacher can give motivation for the students, Because the students have problem ability in communicative language teaching, efforts use communicative language teaching (CLT) for increase quality education of teaching English. The students more like teaching English more, and the student teaching English feel enjoy and relaxed be more. Then it is a good role to stimulate the students' progress in communicative skill. To implement that approach, the teacher should know the case in the classroom, so the teacher can give motivation to students, the teacher can be creative in the class and to process teaching learning, so the student are more interested in learning teaching English and the student can be relaxed in teaching learning activity. Based on the explanation above, the present researcher is motivated to discover about: "The Implementation of Communicative Language Teaching (CLT) at *SMP Muhammadiyah Palangka Raya*."

## **B. Previous Studies**

There are some previous studies that discussed the similar object with the writer's study. These previous studies are taken as the comparison for this study.

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<sup>2</sup> Based on pre-interview to the teacher and observation at SMP muhammadiyah on date 8<sup>th</sup> march, time 09.00 Am. academic year of 2013/2014.

Communicative language teaching in junior high school can be from a multidisciplinary perspective that includes, at the least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events.

First, the research by Mariani about on the impact of Communicative Language Teaching (CLT) on Student's reading achievement : A case study at the second year student of SMPN 1 Lembar in academic year 2009/2010. In her result, to develop approach of communicative approach, which has been applied for language class. The primary goal of CLT is to increase communicative competence of the learner's proficiency in the target language. Moreover this research is quantitative in the form of experimental design. the students were grouped into two. Namely experimental and control groups. Finally the result of data analysis, CLT is effective on the teaching of reading skill at the second year student of SMPN 1 lembar. It was proven that there was different means of both group.<sup>3</sup>

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<sup>3</sup> Mariani. 2010. *A Study on the Impact of Communicative Language Teaching (CLT) on the Students of SMPN 1 Lembar*. Thesis. IKIP Mataram. Unpublished.

Second, the research by Honkham about the implementation of communicative language teaching (CLT) in a English department in a lao higher education institution : a case study. English language is an international language used in order to communicate in the fields of education, technology, trade and politics so that it is learnt as a foreign language in many countries around the world. Due to the importance and necessity to communicate in English, in recent decades many EFL countries as well as Lao higher educational institutions have shifted from traditional grammar-based teaching method to communicative-focused instruction. However, some researches have reported that there is still has a gap between schools' language policy and classrooms' practices. This study explores the understandings and attitudes of English teachers in adopting a Communicative Language Teaching (CLT) approach into their classrooms. moreover this qualitative study investigated the perceptions of English teachers in a Department of English and a case study approach was applied in order to explore teachers' understandings of CLT. Ten English teachers from one department in a Lao higher education institution were interviewed using semi-structured interviews. finally The findings indicated that the factors that affected the implementation of CLT in the Lao context related to teachers' factors include: misconceptions of CLT, traditional grammar based teaching approach, teachers' English proficiency and lack of CLT training.<sup>4</sup>

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<sup>4</sup>Hongkham 2013. *the implementation of communicative language teaching (CLT) in an English department in a lao higher educational institution: a case study*. Thesis United Institution of

Third, the research by Serges about Implementing Communicative Language Teaching (CLT) in Cameroon High Schools: Analysis and Perspectives. The teaching enterprise now rests on the solid assumption that language should be taught for the purpose of effective communication. second language instruction main concern in the 21st century is to help learners become competent users of the language. The teaching of English aims to help learners possess the essential weapons (required knowledge) for a sound linguistic communication. This knowledge which, it should be recalled, is a prerequisite for effective communication, is technically referred to as Communicative Competence which involves not only linguistic competence, but also socio cultural, pragmatic, strategic, discourse, formula, interactional competences. Communicative Language Teaching is judged an appropriate model for learners to acquire communicative competence. However, in some Non Native settings like Cameroon, this is tends method not to be used due to some psychological, pedagogical, social and linguistic factors. The objectives of this paper are twofold: first, it seeks to critically examine some factors that constitute an impediment to the implementation of CLT in Cameroonian high school English classes. Second, it proposes some practical solutions for the implementation of the CLT approach.<sup>5</sup>

In the research above, this research has some similarities and differences with those researches. The similarities are the writer theme about implementation of

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Technology, New Zealand.

<sup>5</sup> Serges Moise, *Implementing of communicative language teaching (CLT) in Cameroon high school : Analysis and perspective*. Department of English University of yaounde Cameroon journal.

communicative language teaching. and the type research which is qualitative method. The differences are first subject and object of this research are different. Second, the time, location and the topic of the research. Here the writer took a topic about “ the implementation of communicative language teaching (CLT) at the Eight grade student at SMP Muhammadiyah Palangka Raya.

### **C. Research Focus**

The focus of the study is to analyze how far the implementation of Communicative Language Teaching (CLT) at *SMP Muhammadiyah Palangka raya* can increase the communication skill for the students of that school.

### **D. Research Problem**

1. How is the implementation of Communicative Language Teaching (CLT) at *SMP Muhammadiyah Palangka Raya* in the academic year of 2013/2014 by applied the teacher?
2. What are the problems of the implementation of Communicative Language Teaching (CLT) at *SMP Muhammadiyah Palangka Raya* applied by the English teacher?

### **E. Objective of the Study**

1. To describe the implementation at SMP Muhammadiyah Palangka Raya of communicative language teaching (CLT).

2. To describe the problem of implementation of Communicative Language Teaching (CLT) at *SMP Muhammadiyah Palangka Raya* in the academic year of 2013/2014.

## **F. Theoretical Framework**

In CLT are that language is social behavior, which concerns conveyance of meaning, i.e. the grammar of a language is a means of organizing meaning; language is about making texts, connected discourse (not sentences in isolation); knowing a language means knowing the grammatical rules and knowing the rules and conventions of the speech community; language is not seen as comprised of four skill such as reading, writing, speaking and listening of behavior ability.

Communicative Language Teaching is developed from communicative approach. The aim of this approach is to enhance the students' capability in communicative competence. That is the Primary goal of the teaching English as a foreign language in this country. The students are helped to master the communicative competence which cover grammatical competence, and discourse competence. In other words, communicative Language Teaching is an approach to improve the students skill in grammatical, in order the students can master communicative competence. In this case, the teacher has big role to manage the classroom activities in the best condition of teaching and learning process.



## **G. Significance of the Study**

### **1. Theoretical Significance**

Communicative language teaching is much more function in the teaching of four skills of language, such as listening, speaking, reading, and writing. The English teachers who are creative can do various things when they introduce English in the class room activity. Teaching English can be done just for fun. It means that making the students love English and they can get the students interested in the teaching and learning process, consequently, they will not get bored with the English class.

### **2. Practically Significance**

In practically, the result of this study hopefully the teacher can give motivation for the student about communicative language teaching. To help the student still problem of communicative skill like English language, so the teacher can be make the student to be relax in teaching learning.

The findings of this result of the study are expected to be useful for:

1. For the teachers (especially for English teacher), the result of this study can be used by the teachers in teaching learning process especially in context of communication (speaking).
2. For the students, it will be a good a approach for the students to increase their communicative skill.

3. For the researcher, this study can be useful as a material subject of discovery.
4. For the next researcher, can use this study as a reference.

## **H. Operational Definition of key Terms**

Some definitions included in important terms are used in this study :

1. Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy. The other opinion said that implementation is technique which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.<sup>6</sup>
2. Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is n h greater room for individual interpretation and variation than most method permit.
3. SMP Muhammadiyah Palangka Raya is one of junior high school of Palangka Raya. under department school of Islamic state of Palangka Ray. SMP Muhammadiyah has B accreditation, and also SMP Muhammadiyah is famous school Islamic of Palangka raya.

## **I. Frame work of the Discussion**

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<sup>6</sup> Anthony in Endang fauziati, *teaching of English as a foreign language ( TEFL)*. Surakarta Muhammadiyah university Press. 2002. p.6.

The frame works of the discussion of this study are:

Chapter I : Introduction which consists of background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation of the study, definition of key terms, and frame work of the discussion.

Chapter II : This chapter consists of related previous study, and the review of related literature that consist of explanations of Communicative language teaching (CLT), basic theory of communicative language teaching, step of communicative language teaching, competence of communicative language teaching, advantage and disadvantages of communicative language teaching.

Chapter III : Research method which consists of research type, time and place of the study, subject of the study, data collecting procedure, endorsement of the data and data analysis procedures.